

Data Sheet

USAID Mission:	Kyrgyzstan
Program Title:	Strengthened Basic Education Sector
Pillar:	Economic Growth, Agriculture and Trade
Strategic Objective:	116-0340
Status:	New in FY 2004
Planned FY 2005 Obligation:	\$120,000 FSA
Prior Year Unobligated:	\$9,000 FSA
Proposed FY 2006 Obligation:	\$120,000 FSA
Year of Initial Obligation:	2004
Estimated Year of Final Obligation:	2008

Summary: USAID's Basic Education Program is aimed at broadening access to quality education, by focusing on in-service teacher training, management capacity, efficiency in finance, as well as parent and community participation. USAID also supports the National Scholarship Test, which provides equal opportunity for secondary school graduates in Kyrgyzstan to enter universities based on merit.

Inputs, Outputs, Activities:

FY 2005 Program: Improve the Quality of Basic Education (\$120,000 FSA, \$9,000 FSA carryover). USAID will continue to provide training and resource development for 11 pilot schools, which in turn, will serve as teacher training centers for 84 cluster schools. In 2005, more than 85,000 students will benefit from the Basic Education Program and 1,200 new teachers will receive training. In-service teacher training institutes will participate in USAID-supported methodology trainings, and work closely with the pilot schools on developing training modules in interactive pedagogy. In addition to the trainings at pilot schools, a new mechanism for financing in-service teacher training will be pilot-tested in Issyk-Kul Region in 2005. Under the new scheme, each teacher will receive a pre-paid voucher, which can then be used to pay for methodology training offered by a variety of training providers, both private and state-owned. To address the broader problems in education finance, a new finance mechanism based on a per capita formula will also be piloted in Issyk-Kul in FY 2005, introducing incentives for greater efficiency in the provision of educational services. Training for school administrators and local education authorities in school management will also take place at the pilot schools. USAID will provide assistance to the newly-established school-community groups, and strengthen their potential in resource mobilization, project management, and advocacy. During FY 2005, 14 schools will receive small grants for school infrastructure repair to be carried out by the school-community partnership groups. USAID will also undertake a mid-term evaluation of the Basic Education Program in spring 2005 to make any necessary adjustments to the current program and to determine priorities for future assistance in basic education. Principal contractors/grantees: Academy for Educational Development (AED) (prime), Open Society Institute (OSI) (sub), Save the Children/ U.K. (sub), Abt Associates (sub), and Save the Children/U.S. (sub).

USAID will provide a small amount of funding for the National Scholarship test, to further strengthen the Center for Educational Assessment and Teaching Methods (CEATM) in its capacity to develop and administer the nationwide scholarship exam. Funds will also be used to partially offset the cost of the 2005 test to prevent increase of test fees. Principal contractor/grantee: CEATM (prime).

FY 2006 Program: Improve the Quality of Basic Education (\$120,000 FSA). The Basic Education Program is forward-funded until FY 2007. In FY 2006, USAID will identify an additional four Professional Development Schools (PDS) in the south of Kyrgyzstan where access to in-service teacher training is most limited. USAID will work with an additional 20 cluster schools to further expand methodology training for teachers of primary and secondary grades. By FY 2006, USAID expects to achieve official certification of PDS teacher training modules, which will help secure sustainability of PDSs as decentralized teacher training providers. Early results will be available from the voucher-based teacher training pilot and the per capita education finance pilot in Issyk-Kul, which will be used to adjust implementation of the pilots and inform next steps for USAID in policy reform. Principal

contractors/grantees: AED (prime), OSI (sub), Save the Children/U.K. (sub), Abt Associates (sub), and Save the Children/U.S. (sub).

USAID may launch small-scale activities to complement the existing Basic Education Program. Some degree of assistance may be provided to ensure sustainability of the National Scholarship Test. Principal contractor/grantee: CEATM (prime).

Performance and Results: Overall, USAID met its expectations this year, with the exception being a slight delay in expansion to new school sites at the beginning of FY 2005 and the resulting unmet targets in the number of teachers trained and number of students affected. USAID expects that the shortfall will be made up early in FY 2005. During 2004, capacity was built in 11 pilot schools to serve as training resource centers for clusters of 84 surrounding schools. USAID trained 377 teachers in modern interactive pedagogy and 182 education administrators in the principles of effective school management. Twenty-three community groups have been created to support quality improvements and address access issues at the local level. USAID estimates that as of September 2004, a total of 12,277 children benefited from teacher and administrator training in target schools. Among other initiatives, the community groups at nine schools used small grants from USAID, and contributed significant time and effort to rehabilitate school infrastructure. Two Ministerial-level working groups have been working intensively throughout FY 2004 to prepare the legal and regulatory basis to initiate two pilot projects aimed at improving quality and efficiency in the education sector. Both pilots, one introducing a per capita formula for budget development in basic education, and the other beginning a voucher-based teacher training mechanism, are scheduled to begin in January 2005.

By the end of this program, teacher training and capacity building will raise the quality of teaching, which will become evident as more stakeholders express greater satisfaction with the quality of education in the target areas. Children will study in better physical environments, and better financing mechanisms will increase the efficiency with which schools are able to provide educational services. USAID activities in basic education complement Asian Development Bank and World Bank efforts by providing long-term technical assistance in the development of pilot school-based in-service teacher training centers, policy development, and policy implementation. USAID work in education finance is closely coordinated with the World Bank work on Central Government budgeting for the social sector. USAID also expects that Kyrgyz-speaking teacher trainers located in World Bank pilot areas will be utilized for teacher training, creating greater sustainability for the USAID school-based training centers.

US Financing in Thousands of Dollars

Kyrgyzstan

116-0340 Strengthened Basic Education Sector	FSA
Through September 30, 2003	
Obligations	0
Expenditures	0
Unliquidated	0
Fiscal Year 2004	
Obligations	145
Expenditures	60
Through September 30, 2004	
Obligations	145
Expenditures	60
Unliquidated	85
Prior Year Unobligated Funds	
Obligations	9
Planned Fiscal Year 2005 NOA	
Obligations	120
Total Planned Fiscal Year 2005	
Obligations	129
Proposed Fiscal Year 2006 NOA	
Obligations	120
Future Obligations	120
Est. Total Cost	514